

Steven L. Beshear
Governor

Terry Holliday, Ph.D.
Interim Commissioner of Education

**EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION**

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April 21, 2015

Mr. Travis Huber, Superintendent
Gallatin County Public Schools
75 Boardwalk
Warsaw, KY 41095

Dear Superintendent Huber:

The goal of Kentucky Statewide Consolidated Monitoring (KSCM) is to provide schools and districts feedback and opportunities for continuous improvement wherever possible. The KSCM process creates opportunities for the programs in our schools and districts to look at new ways to collaborate and collectively meet our ultimate goal: increasing student achievement with novice reduction and positioning our students to be college- and career-ready. The team members from your visit have engaged in this collaborative process in order to produce the attached Consolidated Monitoring Report.

During the 2014-15 school year, the Kentucky Department of Education (KDE) conducted monitoring in Gallatin County Public School District. During this process, KDE program staff, utilizing program-specific monitoring tools, conducted on-site visits for the following programs:

- Title I, Part A
- Title II, Part A
- Title III, Part A
- Preschool
- Program Reviews
- Alternative Programs
- Gifted and Talented
- Individuals with Disabilities Act (IDEA)
- Career and Technical Education
- Professional Growth and Effectiveness System (PGES)

Each program involved in the KSCM has an impact on our goal.

For example, Career and Technical Education (CTE) impacts student success and helps to close the achievement gap by working to make all students career ready. Through the use of a sequence of courses known as career pathways, CTE ensures that all students have equal opportunity to develop skills in demand by local industry.

The Individuals with Disabilities Education Act (IDEA) supports the vision of KDE by focusing the efforts of the state, districts, schools and teachers toward closing achievement gaps for students with disabilities and ensuring all students reach proficiency, graduate from high school, and successfully transition to a career or postsecondary education.

Title II, Part A focuses on improving teacher and principal quality to ensure that all students have equal access to highly qualified and effective teachers and leaders. Title I programs provide not only funding but guidance on working with disadvantaged students.

Simply by reducing duplication of effort, these programs and the others engaged in consolidated monitoring can work together to achieve more collaboratively than any of them could alone.

This report is the result of what can be best described as a “snapshot” of the district taken during our visit. It begins with identifying “Effective Practices”. These are practices that the individual programs felt were effective, and in some cases innovative. We strongly suggest that the practices identified be submitted to the KDE Best Practices website.

In addition, the monitoring team collectively discussed the findings and concerns of each program to identify what is categorized as “Common Concerns”. This represents a consolidation of findings reported by individual programs that were similar in nature and therefore presented a potential opportunity for collaboration between identified programs. Each of these concerns has been identified by at least two programs. During this collaborative time, team members from all programs discuss suggestions for potential opportunities to work across programs, streamline implementation and increase success within each program. Any suggested or required actions will be addressed by the specified programs.

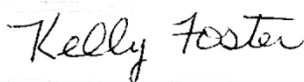
Each program has already provided an individual report as required by federal or state law. Any required actions are monitored by the programs through those individual reports. In order to help the collaborative work of the programs and provide districts with a way to document improvement efforts, we encourage you to utilize the Consolidated School and District Improvement Planning tools in ASSIST.

KDE is striving to provide examples of collaboration and continuous improvement. Our hope is that what we have begun becomes an example that can be replicated across the state.

Each district representative will have the opportunity to provide feedback on the consolidated monitoring process. In the meantime, if you have questions regarding specific program monitoring requirements, please contact the individual program contacts listed in this report. If you have questions concerning the consolidated monitoring process, please contact Claude W. Christian by e-mail at claudewchristian@education.ky.gov or by phone at (502) 564-3791. Information regarding education programs within the state of Kentucky may also be found at www.education.ky.gov.

Thank you for your work in improving Kentucky’s education programs to better provide for our children.

Sincerely,



Kelly Foster, Ed.D.

Associate Commissioner

Office of Next Generation Schools and Districts

KDE Consolidated Monitoring Report

District:	Gallatin County		
Date(s) of Visit:	January 13, 2015 - January 15, 2015		
Team Leads:			
Title I: Julie Lovely		Title I: David Millanti	
Title II: Audrey Proctor		Title III: Gary Martin	
Program Reviews: Robert Duncan		IDEA: Veronica Sullivan	
Career and Technical Education: Karla Tipton		Gifted and Talented: Kathie Anderson	
Preschool: Melody Cooper		Alternative Programs: Sherri Clusky	

Common Issue 1

Programs Addressed	Alternative Programs		Title III		Career and Technical Education	
	IDEA		Title I	X	Title II	X
Preschool		Professional Growth and Effectiveness System (PGES)		Program Reviews		Gifted and Talented

Common Issue

Effective Use of Funds Based on District Needs

It appears the district has not clearly connected district-wide needs to funding flexibility.

For example, there is a disconnect in communication between the district and the schools as to how money can be spent. School administrators, councils, and staff are not fully involved in making decisions to use funds to best meet the needs of students. Furthermore, school administrators need additional understanding of how the funds can be used so that money can be targeted to the greatest needs.

Common Solution(s)/Recommendation(s)

First, the district should assist schools in assessing their needs in all areas. Second, the district should provide support to principals and school councils to help develop their knowledge about how funds interact and can be used to best meet the identified needs of students. Third, the district should provide ongoing consultation with principals to ensure that emerging needs are identified and targeted, and that funds are being effectively used.

Resources to assist in understanding federal funding flexibility can be found at :

<http://education.ky.gov/districts/fin/Documents/Flexibility%20of%20funds%20for%20schoolwide%20programs%203-20-14.pdf>.

<http://education.ky.gov/districts/fin/Documents/Flexibility%20of%20funds%20for%20technology%203-19-14.pdf>

<http://education.ky.gov/districts/fin/Documents/IDEA%20Use%20of%20Funds%203-20-14.pdf>

<http://education.ky.gov/districts/fin/Documents/Maximizing%20ESEA%20Flexibility.pdf>

Common Issue 2

Programs Addressed	Alternative Programs		Title III	X	Career and Technical Education	
	IDEA		Title I	X	Title II	
Preschool		Professional Growth and Effectiveness System (PGES)		Program Reviews		Gifted and Talented

Common Issue

Parent Involvement

Parent involvement is a cross-cutting issue within the district. The district does not ensure that academically-focused parent involvement activities regularly occur. Additionally, parents of homeless and ELL students are not effectively communicated with or targeted for inclusion in parent involvement activities.

Common Solution(s)/Recommendation(s)

Based on district and school needs, the district should provide additional training to school and district staff on how to effectively identify, build relationships with, and communicate with those parent groups most at-risk.

The Family Involvement Coordinator should collaborate with district and school staff to expand parent involvement programs. The focus of this collaboration should be to include more academically-focused activities to allow parents to be partners in the educational process for their child and to foster more effective communication with these parents.

Final Overview

We encourage the district to continue efforts in building district-wide capacity. It was noted that many staff on the district and school levels are new to Gallatin County. This may be the most critically important action that the district may take to ensure that it clearly defines its mission, effectively identifies its needs, decides what interventions and programs to implement for students, and chooses the most effective use of funds.

As noted within the report, all schools need to improve in targeting all parents in parent involvement activities and communications. That said, Gallatin County Lower Elementary offers a welcoming environment for most parents and caregivers. They involve parents in activities such as Leader in Me, and enthusiastically consider parents' ideas. This school could serve as a model for the district in ensuring all schools offer a similar environment.